DECEMBER **Coaching Session**

IMPLEMENTATION FOCUS

READERS RETELL LITERATURE

SKILL PURPOSE

Readers notice specific details about each of the **story elements** during reading—character, setting, problem, solution. Then, after reading, the reader **retells** only the most important details. He even thinks beyond what the text literally stated to infer the **lesson** or **theme** the author was trying to teach.

A reader who knows the ingredients found in all stories, and the order they follow, becomes a stronger and more organized narrative writer himself.
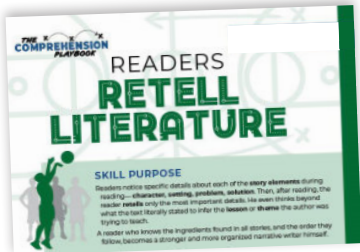
- STATUS CHECK! Use these weeks to check for students' overall understanding of story-element knowledge.

- Prepare for the transition from *RECALL* to *RETELL*.

- Use this "buffer" time to reteach story-element knowledge, as needed.

CURRENT STATUS

Use whole-class read alouds as formative assessments to determine IF/WHAT need to reteach.

Class, we are going to read ___. It is a story. What ingredients/types of information do you expect it to include?

What types of details (per story element) are you listening for? (What should your Thinking Voice *be listening for?) Details about...*

Readers recall literature

Setting — WHEN/TIME, WHERE/PLACE, SENSES, WEATHER
Character
Problem — With SOMEONE, With SOMETHING, With HIMSELF
Solution — SOMEONE helped, SOMETHING helped, Something CHANGED

READING VOICE — THINKING VOICE

Problem	Solution	Character	Setting
_____	_____	_____	When: _____
_____	_____	_____	_____
_____	_____	_____	Where: _____
			_____

NEXT STEPS

Identify NEW stories that students will read in the next couple of weeks.
- WHOLE-CLASS READ ALOUDS
- SMALL-GROUP READING
- INDEPENDENT STATIONS

Mark places to stop to have students identify story-element details learned.

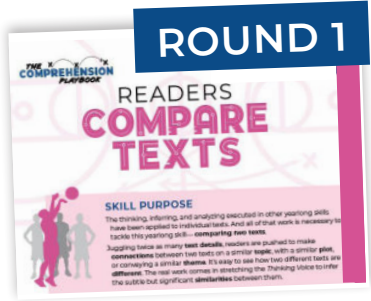Identify what they are NOT noticing about a certain story element.

Are they looking to learn more about that story element throughout the text?

Determine WHAT to reteach to WHOM.

PLAYBOOK PRO

IMPLEMENTATION FOCUS	CURRENT STATUS	NEXT STEPS

IMPLEMENTATION FOCUS

ROUND 1

THE COMPREHENSION PLAYBOOK

READERS COMPARE TEXTS

SKILL PURPOSE

The thinking, inferring, and analyzing executed in other yearlong skills have been applied to individual texts. And all of that work is necessary to tackle this yearlong skill—**comparing two texts**.

Juggling twice as many **text details**, readers are pushed to make **connections** between two texts on a similar **topic**, with a similar **plot**, or conveying a similar **theme**. It's easy to see how two different texts are **different**. The real work comes in stretching the Thinking Voice to infer the subtle but significant **similarities** between them.

- This is (one of) the last standard listed intentionally.

- The focus is to teach the comparative thinking process.

CURRENT STATUS

DAY 1—
- Reveal the *T-Chart* and its parts (rows, columns, lines of separation, categories, etc.).
- Address the Venn Diagram, if needed.
- **Teach Step 1:** List known details for photo A as the *I do*.
- **Teach Step 2:** List details for photo B as the *We do*.

Comparing Ideas

	Characters	

DAY 2— Repeat Steps 1 and 2 with a second category for the same two images (e.g., *I-do* and *We-do* experiences)

	Setting	

DAY 3
- Review Steps 1-2 and introduce Step 3.
- Introduce academic vocabulary: exact *same* and obvious *difference*.
- Model Step 3 and how to look across the rows to identify same and different. (*I do* with one row; *We do* with the second row.)

DAY 4— Apply Steps 1-3 with a third category.

	Activity (Plot)	

DAY 5— Apply Steps 1-3 with different photos OR two previously-read texts.

Comparing Ideas

	Characters
	Setting
	Activity (Plot)

Readers Compare Texts

Text A	Text B
Step 1	Category	Step 2
List details Text A	Category	List details Text B
	Category	

Step 3 — Look across each row

See Differences
only... unlike... different... not... but...

Add Sameness
both... alike... the same... also...

NEXT STEPS

Identify pairs of photographs (or picture book illustrations) that could be used for mini-lessons on Days 1-4.

Infer Similarities — kind of... close... mostly... similarly...

GRADE 2— Introduce the concept of *similar* (versus *same*).

Don't rush to model comparative thinking with print text.
- Emphasize listing multiple same and different details per row.
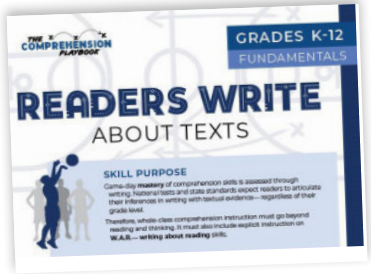- Add more to *each* row.

PLAYBOOK PRO

IMPLEMENTATION FOCUS

GRADES K-12 FUNDAMENTALS

READERS WRITE ABOUT TEXTS

SKILL PURPOSE

- Understand the purpose of the writing mini-lesson at the end of "each" round.

- Treat this as a mini-lesson— not a writing task.

CURRENT STATUS

Write Write Write Write Write Write

Recognize the THREE TYPES of writing products.

1. Informative— Recall details/pieces of information.

2. Narrative— Retell the whole story.

3. Opinion— Support an inference.

THE BASIC *WHAT & WHY* RESPONSE

Readers make inferences & explain them in writing

I'm thinking... It reminds me of...

detail + detail + detail = INFERENCE

What you think.

Why you think it.

Why you think it.

Why you think it.

NEXT STEPS

Create/Adjust an anchor chart to adapt fluidly to all W.A.R. skills and developmental writing stages.

Take stock of the read-write skills taught.

1. Determine *which* plays/rounds include inferential thinking used in the write mini-lesson day.

2. Identify the stage(s) of most writers in your room.

3. Assess which skills have been explicitly taught IN THAT STAGE!

4. Integrate expectations into *You-do* practice (e.g., small groups, whole-class read alouds, literacy-station activities, etc.).

ORAL RESPONSES	PICTORIAL RESPONSES	LABELED RESPONSES	LISTED RESPONSES	SENTENCE RESPONSES

If most students WRITE IN PICTURES...

THEN, teach these W.A.R. skills.

*THEN,* incorporate these ingredients in your *I-do* and *We-do* modeled examples.

Suggested writing templates.

1

Readers convert the last thought as a reader into the first thought as a writer.

☐ Say the answer in a complete sentence WHILE pointing at the illustration that best depicts it.

☐ Draw the answer AND say it in a simple sentence.
- Apply known picture details— accurate color, size, shape, setting, facial expressions, etc.
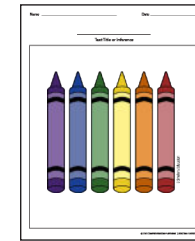
Draw the answer.

2

Readers repeat key details from the question/prompt within the response.

☐ Say the answer in a single complete sentence MERGING it with 1-2 key words from the original question/prompt.
- Punctuate the end of the oral sentence with a breath, avoiding *because*.

(Same template as above. Nothing new added.)

3

Readers include evidence to support their thinking.

☐ Orally introduce the BEST text evidence with a sentence starter WHILE pointing at an actual word/picture detail in the text (e.g., *The illustration shows…, The text states…*).

☐ Draw ONE additional detail in the pictorial writing to represent text evidence.
- Include a close-up detail taught previously in the writer's workshop— adjectives, sensory details, action, movement, speech bubbles, etc.
- Point at the drawn detail and orally state it using a sentence starter (e.g., *The illustration shows…, The text states…*).
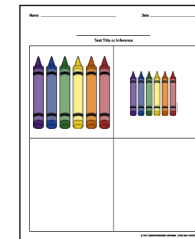
Draw the answer.

Draw ONE text detail.

4

Readers provide multiple pieces of text evidence.

☐ Orally introduce the SECOND-BEST text evidence using a sentence starter WHILE pointing at an actual word/picture detail in the text (e.g., *A second detail in the illustration…, The text also states…*).

☐ Add a SECOND close-up detail in the pictorial writing to represent the SECOND-BEST text evidence.
- Point at the drawn detail and orally state it using a sentence starter (e.g., *A second detail in the illustration…, The text also states…*).
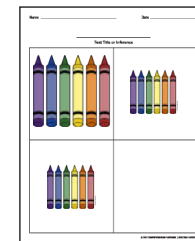
Draw the answer.

Draw a SECOND text detail.

Draw ONE text detail.

5

Readers explain their thinking in a concluding statement.

☐ Say the answer in a complete sentence using a concluding sentence starter (e.g., *This proves…*).

☐ Say the answer in a complete sentence (e.g., *This proves…*) CONNECTING it to the *Thinking Voice* explanation using a conjunction (e.g., *because, so, since,* etc.).

(Same template as above. Nothing new added.)

If most students LABEL WITH LETTERS/WORDS...

THEN, teach these W.A.R. skills.

THEN, incorporate these ingredients in your *I-do* and *We-do* modeled examples.

Suggested writing templates.

1

Readers convert the last thought as a reader into the first thought as a writer.

☐ Find the illustration that best depicts the answer AND label it with a sticky note.

☐ Draw the answer AND label it.
  - Apply known phonics skills (e.g., sound-stretch spelling, letter formation) and picture details (e.g., color, size, shape, setting, facial expressions, etc.).

Label

Draw & label the answer.

2

Readers repeat key details from the question/prompt within the response.

☐ Circle/Label the 1-2 key words from the original question/prompt.
  - Say the answer in a single complete sentence MERGING it with 1-2 key words from the original question/prompt.
  - Punctuate the end of the oral sentence with a breath, avoiding *because*.

(Same template as above. Nothing new added.)

3

Readers include evidence to support their thinking.

☐ Find the BEST text evidence (a word/picture detail in the text) AND label it with a sticky note.
  - Say a complete sentence, introducing the evidence using a sentence starter (e.g., *The illustration shows..., The text states...*).

☐ Draw and label ONE additional detail to represent text evidence.
  - Apply known phonics skills (e.g., initial/end sounds, whole words, 2-word labels) and picture details (e.g., adjectives, sensory details, movement, speech bubbles, etc.).

Label   **Label**

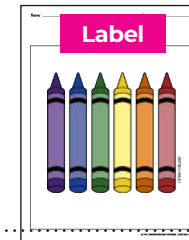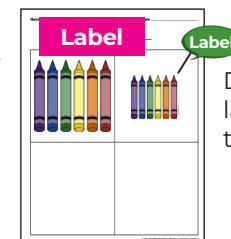Draw & label the answer.
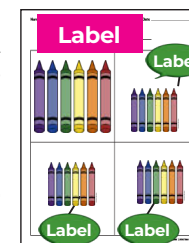
Draw & label ONE text detail.

4

Readers provide multiple pieces of text evidence.

☐ Find the SECOND-BEST text evidence (a word/picture detail in the text) AND label it with a sticky note.
  - Say a complete sentence, introducing the evidence using a sentence starter (e.g., *A second detail in the illustration..., The text also states...*).

☐ Draw and label a SECOND additional detail to represent text evidence.
  - Point at the drawn detail and orally state it using a sentence starter (e.g., *A second detail in the illustration..., The text also states...*).

☐ Strengthen the answer with additional evidence drawn and labeled (e.g., third detail).

Label   **Label**

Draw & label the answer.

Draw & label ONE text detail.

Draw a SECOND text detail.

Draw & label a THIRD text detail.

Label   **Label**

5

Readers explain their thinking in a concluding statement.

☐ Say the answer in a complete sentence using a concluding sentence starter (e.g., *This proves...*).

☐ Say the answer in a single complete sentence (e.g., *This proves...*) CONNECTING it to the *Thinking Voice* explanation using a conjunction (e.g., *because, so, since,* etc.).

(Same templates as above. Nothing new added.)

If most students LIST WORDS & PHRASES...

THEN, teach these W.A.R. skills.

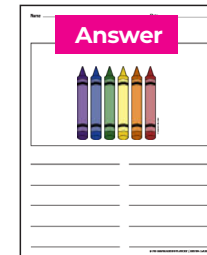*THEN,* incorporate these ingredients in your *I-do* and *We-do* modeled examples.

1

Readers convert the last thought as a reader into the first thought as a writer.

☐ Write the answer on the top line. (Compare it to the list title.)
- Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.).
- Draw picture to match letters/words.

Draw & write the answer.

2

Readers repeat key details from the question/ prompt within the response.

☐ Write the answer on the top line WITH 1-2 key words from the original question/prompt. (This will likely be a phrase.)
- Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.).
- Avoid *because*.

(Same template as above. Nothing new added.)

3

Readers include evidence to support their thinking.

☐ Write the BEST text evidence on the second line of the list.
- Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.).
- Draw picture to match letters/words.
- Say a complete sentence, introducing the evidence using a sentence starter (e.g., *The illustration shows..., The text states...*).


Write the answer.
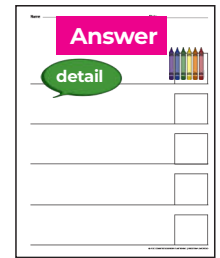
Write (& draw) ONE detail.

4

Readers provide multiple pieces of text evidence.

☐ Write the SECOND-BEST text evidence on the third line of the list.
- Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.).
- Draw picture to match letters/words.
- Say a complete sentence, introducing the evidence using a sentence starter (e.g., *A second detail in the illustration..., The text also states...*).

☐ Strengthen the answer with additional evidence listed (e.g., third detail).

Write the answer.
Write (& draw) TWO or more details.
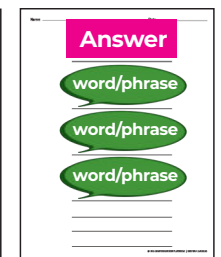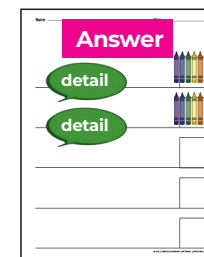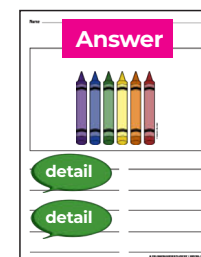
5

Readers explain their thinking in a concluding statement.

☐ Say the answer in a single complete sentence (e.g., *This proves...*) CONNECTING it to the *Thinking Voice* explanation using a conjunction (e.g., *because, so, since,* etc.).

(Same template as above. Nothing new added.)

If most students WRITE SIMPLE SENTENCES...

THEN, teach these W.A.R. skills.

THEN, incorporate these ingredients in your *I-do* and *We-do* modeled examples.

1

Readers convert the last thought as a reader into the first thought as a writer.

☐ Write the answer, stretching it into a complete sentence.
- Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation).
- OPTIONAL: Draw picture to match written words.

Write the answer.

2

Readers repeat key details from the question/prompt within the response.

☐ Write a single complete sentence MERGING the answer AND 1-2 key words from the original question/prompt.
- Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation).
- Avoid *because*.

Write the answer with key words from the question/prompt.

3

Readers include evidence to support their thinking.

☐ Write a second sentence, providing the BEST text evidence in this statement.
- Identify the words from the passage that provide evidence.
- Merge a sentence starter with the evidence, creating a single sentence (e.g., *The illustration shows..., The text states...*).
- Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation).

Write the answer.

Write ONE sentence of evidence.

4

Readers provide multiple pieces of text evidence.

☐ Write a third sentence, providing the SECOND-BEST text evidence.
- Identify the words from the passage that provide evidence.
- Merge a sentence starter with the evidence, creating a single sentence (e.g., *A second detail in the illustration..., The text also states...*).
- Apply known phonics skills (e.g., sound-stretch spelling, 2-3 word phrases, etc.) and sentence conventions (e.g., spacing, capitalization, punctuation).

☐ Strengthen the answer with additional sentences of evidence.

Write the answer.

Write TWO or more sentences of evidence.

5

Readers explain their thinking in a concluding statement.

☐ Write the final sentence CONNECTING the answer (e.g., *This proves...*) to the *Thinking Voice* explanation using a conjunction (e.g., *because, so, since,* etc.).

Write answer.

Write TWO or more sentences of evidence.

Write the explanation.